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THE PATH AHEAD:

FUTURE ENROLLMENTS IN

PORTLAND PUBLIC SCHOOLS, 2000 T0 2010

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THE PATH AHEAD:
FUTURE SCHOOL ENROLLMENTS
IN PORTLAND PUBLIC SCHOOLS, 2000 to 2010

EXECUTIVE SUMMARY

This report provides a school enrollment forecast, including demographic information, for Portland Public Schools. The report considers several factors that are likely to affect the school district's enrollments between the present and 2010, including the future number of births, net migrants, and the proportion of school-age children and youth enrolled in the public schools.

To take into account a variety of demographic and enrollment possibilities, this report describes five different scenarios of housing, population, and enrollment changes for the ten years between 2000 to 2010.

The five scenarios are as follows:

(1) Recession. This scenario assumes that a prolonged weakening in employment opportunities in the local area reduces net in-migration into the Portland Public Schools area.
(2) Current Trends. This scenario reflects the continuation of birth, death, and migration rates at current levels. It also assumes that the proportion of school-age children and youth, at each age, enrolled in the public schools remains at current levels.
(3) Gentrification. This scenario assumes that the volume of net in-migration continues at present levels, but that the age profile of migration includes a greater number of younger couples with children and fewer older adults. Based on current evidence, this scenario assumes that there will be modest declines in the proportion of school-age children and youth that enroll in public schools.
(4) Housing Turnover. This scenario assumes, like the Gentrification assumptions, that migrants will include a greater number of younger couples with children and fewer older adults. Unlike the Gentrification scenario, however, the Housing Turnover scenario assumes that current public school enrollment rates, by age, will continue at current levels.
(5) Immigration. This scenario assumes that the volume of net in-migration will increase in the future and that the in-migrants will include a greater number of younger adults with children. This scenario also assumes that there will be increases in fertility rates and the proportion of school-age children and youth that enroll in public schools.

The Recession and Immigration scenarios represent the most extreme set of assumptions for the Portland Public Schools. At this moment, it is unlikely that either economic recession and or an influx of immigrants would occur immediately and continue for the next decade. The Current Trends, Gentrification, and Housing Turnover scenarios, however, present a range of more reasonable possibilities for the next decade.

Main Findings

The main findings from the enrollment forecasts, presented in greater detail in this report, are as follows:

- If the Current Trends, Gentrification, or Housing Turnover scenarios are taken for the range of possibilites for the next decade, overall public school enrollments will decrease by about 500 to 800 students each year between 2000 and 2010. These annual decreases will reduce total enrollments from 52,300 students in the 1999-2000 school year to between 43,900 and 46,300 in the 2010-2011 school year. This represents a decrease of about 12 to 16 percent in Portland Public Schools enrollments.
- Taking the five scenarios into account, overall public school enrollments are likely to decline in the coming decade, decreasing by 900 to 12,100 students -- depending upon scenario assumptions -- to 40,200 to 51,400 students in 2010. The wide variation in 2010 enrollments is due to the assumption that each scenario begins immediately and continues throughout the ten-year period of the forecast.

- Enrollment decreases are likely to occur at all grade levels. If current trends continue, the heaviest declines will occur in grades 3 to 5 and 6 to 8, with reductions of 20 to 25 percent from current levels between the present and 2010. Grades 9 to 12 enrollments would decline by about 16 percent in the same period. Kindergarten to grade 2 enrollments would decrease by about 10 percent over the coming decade. Under different scenarios, however, the patterns of future change by grade level would vary.
- The immediate outlook is for continued declines, on the order of 800 to 1,000 students annually, for several years. The next three or four years will make apparent whether the Current Trends scenario is appropriate. If different conditions appear, then enrollments in 2010 may vary as much as several thousand students from the enrollment forecast derived under the Current Trends scenario.

Caveats

Forecasting school enrollments, like forecasting anything else, is difficult because it is impossible to know all the conditions that will affect enrollments in the future. However, we all rely on forecasting to some extent: to decide what to wear by judging the look of the weather or how many schools are needed by fathoming the future course of school enrollments. When it comes down to it, we must rely on a forecast in order to make decisions today for future planning. Toward the goal of making plans for future enrollments in the Portland Public Schools, this report presents a demographic analysis to help make informed judgments.

Several cautions should be kept in mind in interpreting the enrollment forecasts in this report.

First, the enrollments presented within each of the scenarios are derived from the assumptions themselves. But it is not possible to judge, at this time, which of the assumptions or combinations of assumptions may be closer to future events. For example, fertility rates are currently fairly low for the population residing in the Portland Public Schools area. Fertility rates are likely to change somewhat in the future, perhaps becoming a little higher or lower. Based on past trends, fertility rates are unlikely to change dramatically in the future. But even modest changes in fertility will influence future enrollments and would make a difference from an enrollment based exclusively on the continuation of current trends.

Second, variations in forecasts become larger as time goes on. Most of the students who will enroll in Portland Public Schools next year are currently enrolled in the schools this year. This helps to make a fairly accurate forecast for enrollments next year. But, as years progress, enrollments depend increasingly on assumptions about the numbers of school-age children and youth that move into and out of the school district. We therefore become less confident about enrollment forecasts for longer periods of time.

Finally, there is a temptation in interpreting several forecasts to ask: "Which is the correct forecast?" Asking such a question implies that there is need to pick one forecast at present and then base future plans on it. The more appropriate use of this report is to consider each of the five scenarios in this report and update them as future conditions evolve. Instead of "picking and planning" right now for one outcome over the next then years, we urge school officials and the public to "monitor and manage" the changing conditions that will affect future school enrollments. The five different scenarios presented in this report can best serve as guidelines in this process of monitoring and managing.

In sum, monitoring the situation and revising future enrollments forecasts offers the most appropriate and practical approach for dealing with the complexities of planning for Portland Public Schools.

INTRODUCTION

This report presents the results of a study conducted by the Population Research Center (PRC) to address the long-range planning needs of the Portland Public Schools. It provides annual enrollment forecasts by grade for the Portland Public School district from 2000 to 2010. In addition to the future enrollments that qare expected from the continuation of current trends, four additional scenarios are presented. The report shows forecasts for the total and school-age population for Portland Public Schools for 2000, 2005, and 2010. The study also provides enrollment forecasts for selected grades (K-2, 3-5, 6-8, and 9-12) for each year from 2000 to 2010.

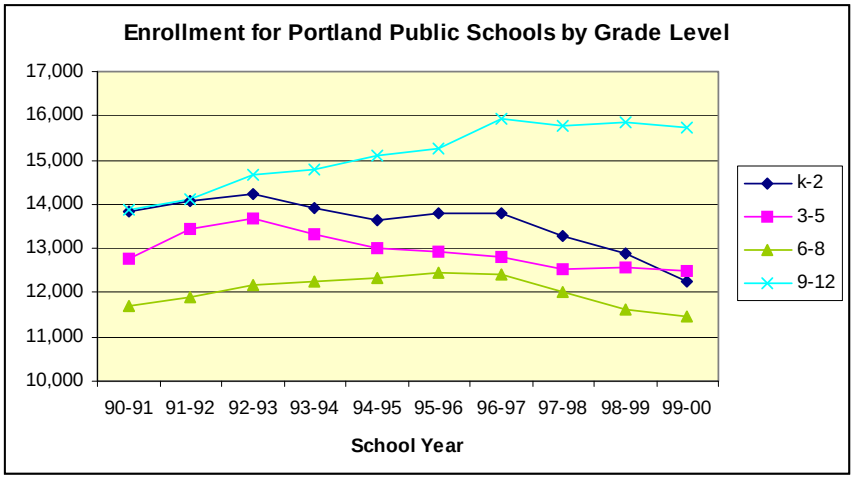
The report is divided into five parts. The first part describes recent enrollment and population trends. This is followed in part two by a description of the methods and data used in the development of the population and enrollment forecasts. Part three describes the specific demographic assumptions used, the circumstances that may change the assumptions, their effect on the forecasts, and the five different scenarios for which forecasts are made. Part four presents enrollment forecasts, for all grade combined, for the school district. Finally, the fifth part shows enrollment forecasts for selected grades.

There are also two appendices at the end of the report. Appendix A provides information on data sources, the demographic model, and project staff. Appendix B has five supporting tables that show observed enrollment by grade for the 1990-1991 to 1999-2000 school years and the forecasted enrollment by grade for the 2000-2001 to 2010-2011 school years. The forecasted enrollments are presented for each of the five scenarios considered in the report.

RECENT ENROLLMENT AND POPULATION TRENDS

The area within the boundaries of Portland Public Schools includes approximately two-thirds of the City of Portland, a small unincorporated area of Multnomah County, and very small portions of the cities of Lake Oswego and Beaverton. The school district includes 63 elementary schools, 17 middle schools, and 10 high schools. The configuration of the grade levels for most elementary schools is kindergarten to grade 5; however, eight of the elementary schools have pre-kindergarten programs. Middle schools consist of grades 6 to 8. High schools consist of grades 9 to 12.

Total enrollments in the Portland Public Schools increased from 52,400 in 1990 to 54,800 in 1996. From 1997 to 1999, enrollments declined, to 52,300 in the 1999-2000 school year. Enrollments decreased the most in recent years for the kindergarten to grades 2 years, as illustrated in the following figure.



Our analysis begins by examining historic patterns of growth in the Portland Public Schools area since 1990. These results are discussed more fully in a report entitled *Changing Times, Changing Enrollments: How Recent Demographic Trends are Affecting Enrollments in Portland Public Schools*, prepared in

conjunction with this report on enrollment forecasts for the Portland Public Schools. We reached four main conclusions in *Changing Times, Changing Enrollments: How Recent Demographic Trends are Affecting Enrollments in Portland Public Schools:*

- First and foremost, public school enrollments have declined in recent years primarily because there have been sizeable decreases in the number of students entering kindergarten and the early elementary school grades. Smaller numbers of entering students are, in turn, the result of substantial reductions in the number of births -- reductions that began in 1991. Because there were fewer births in the early 1990s, fewer students enrolled in school in the late 1990s. The number of births declined in the 1980s primarily because there were decreases in the number of younger couples -- not because there were decreases in the average number of births per couples in the 1980s.

- The number of births has continued to decline in the 1990s. The lower number of births in the second half of the decade has not yet affected school enrollments. But they will add to declines in school enrollments in the future, starting after about 2002. Although there was net out-migration of school-age children, in the 1980s and 1990s, net out-migration of school-age children appears to have increased in the late 1990s, further reducing enrollments.

- There is conflicting evidence from public, private, and home schooling data on changes in public school capture rates (the proportion of school age children enrolled in Portland Public Schools). Available data, however, suggest that changes in capture rates have not been a major determinant of public school enrollment trends.

- Increased international migration into the Portland metropolitan area has ameliorated the decline in enrollments by adding several thousand foreign-born students to the Portland Public Schools. Immigrant couples are contributing an increasing number of births to the population. Births to immigrants partially counterbalance fertility declines among native-born residents.

Recent annual population growth rates for the Portland Public Schools area have fluctuated in the range of 0.6 to 0.7 percent since 1990. During the period 1990 to 1999, the resident population in the area increased from 398,000 to 421,000, or an increase of 23,000.

Population growth has apparently slacked since 1996, with annual increase of about 7,500 in the district in recent years. The population growth rate in the school district area is about the same as in the City of Portland.

Most of the land area within the Portland Public Schools area has been developed. There have been, however, some "in-fill" developments with new residential construction. In addition, there have been some conversions of commercial structure for residential housing. In recent years, we estimate that there have been about 1,000 to 1,500 new units added to the housing stock in the Portland Public Schools area.

METHODS AND DATA

This study relies on two approaches for making district-wide school enrollment forecasts: a cohort-component method and a housing unit method. Specific data sources are described in Appendix A.

Cohort-Component Method

This report primarily relies on a demographic forecasting method called "cohort-component method." It models future populations and school enrollments as outcomes of demographic events that occur over time. These events include births, deaths, and migration into and out of the school district. The district population grows when there are births and in-migrants; the population decreases when there are deaths and

out-migrants. These events occur in certain age groups, or birth cohorts. For example, people tend to move most often in the ages 18 to 30 years. The elderly are more likely to die than younger persons. The demographic model is based on age-specific rates for births, deaths, and in- and out-migration. The model begins with the resident population in the Portland Public School area in 1990 and moves it through time to the present, and then forward to 2010. By making assumptions about the levels of births, deaths, and migration, we produce a population that serves as the basis for calculating the school-age population and the numbers of children attending Portland Public Schools.

Most school-age children attend public schools; however, some children and youth attend private schools and others may attend schools outside of the district or be home-schooled. The model addresses this issue by calculating the proportion of school-age children "captured" or enrolled in the public schools, and making assumptions about future "capture rates."

The cohort-component method relies on the availability of accurate data on the age and sex composition of the population residing in the Portland Public School area. The most accurate local population data is from the U.S. Census of Population. Data from the 1990 census are used for the basis of the local population in this report. Data for births and deaths are from vital statistics reported for the Portland Public School area from 1990 to 1998, as collected by the Oregon Division of Vital Statistics. Data on net migration for the local area are taken from the 1990 census, a special household survey conducted by the U.S. Census Bureau in Multnomah County in 1996 (the 1996 American Community Survey), and annual population estimates prepared by the Population Research Center.

We use the cohort-component method to develop the enrollment forecast for the Portland Public Schools district, starting with the initial population in 1990. The 1990 census population was organized into five-year age groups (e.g. 0-4, 5-9, and so on). Each age group was survived five years at a time, using appropriate survival probabilities by age and sex. These survival probabilities represent the likelihood of people surviving five years, taking mortality into account. The process is repeated for each five-year projection until 2010.

During each five-year period, births occur to the resident population. The number of births in the Portland Public School district are calculated on the basis of the number of women in the childbearing years and the probability that they will have a live birth. The live birth probabilities are determined on the basis of the most recent birth registration data for the Portland Public School population. Newborns are "survived" into the population aged 0-4 for the five-year projection; afterwards, they survive through time like the rest of the population.

The estimate of in-migration and out-migration rates is a challenge for local population forecasts. In reality, the model is based on net migration rates – the difference between the in- and out-migration rates. If there are more in- than out-migrants, then there is a net in-migration. If in-migrants are fewer than out-migrants, then there is a net out-migration. Net migration rates were calculated first for the Portland Public School population on the basis of the experience between the 1980 and 1990 censuses. The rates were then adjusted in order to produce a population by age and sex that was as close as possible to the population in the U.S. Census Bureau's 1996 American Community Survey. The migration data were further modified in order to be as close as possible to current population estimates prepared by the Population Research Center and the actual enrollments experienced by the Portland Public Schools from 1990 to 2000.

Housing Unit Method

Because the cohort-component method does not explicitly account for such events as the construction of new housing in the area, a different version of the model was developed to adjust for the ways in which future housing trends would affect the local area population.

We used data on reports by the City of Portland on the location of new residential housing, demolitions of older housing, and either conversions of commercial structures to residential housing or conversions of residential housing to commercial use for the Portland Public School area since 1990. Based on 1990

census information on the number of residential units, this allows us to make adjustments of housing through 1999.

We made assumptions about changes in the number of persons per housing unit, vacancy rates, and the number of school-age children per housing by housing type (i.e., single or multiple unit structures). We also made assumptions about future housing change in the Portland Public School areas and forecast the implications for the number of school-age children. We used the results to double-check the projections that we obtained using the cohort-component method. The forecasts reported in this study rely on the cohort-component method, but they were compared to the housing unit methods to ensure that the two methods produce closely similar results.

SPECIFIC DEMOGRAPHIC ASSUMPTIONS UNDER FIVE FORECAST SCENARIOS

We make a "current trends" school enrollment forecast for Portland Public Schools assuming that current fertility, mortality, and net migration will continue relatively unchanged for the next ten years. This further assumes that there will be about 1,500 housing units added each year within the Portland Public Schools area and that the age-sex profile of net migrants will remain relatively constant.

Assumptions for Demographic Rates

The five scenarios make different demographic assumptions for fertility, mortality, and migration.

Fertility rates. Fertility rates have been relatively stable in Oregon communities for the past thirty years. There are variations, however, between communities. Based on recorded births for the population living in the Portland Public Schools area, the average number of children born to women in 1990 was about 2.0, or about the same as the average for the state of Oregon. The average number of children born apparently increased slightly, to about 2.04, in 1995. Since 1995, fertility rates have dropped considerably, reflecting the increasing proportion of single persons moving into Portland and the decreasing number of younger couples. The most recent birth data suggest that the average number of children born to women has fallen to about 1.7 in 1998. An overall fertility of 1.7 children is assumed for four scenarios: Recession, Current Trends, Gentrification, and Housing Turnover. For the Immigration scenario, we assume that fertility increases to 2.04 births per woman.

Mortality rates. Survival rates for a population reflect the chances for a birth cohort surviving to the next five-year period. Survival rates are very high for younger ages and almost 100 percent of school-age children survive five-year periods. All scenarios presented in this report make the same assumptions about mortality. Even if we had made different assumptions about the plausible future course of mortality, they would have had only modest effects on the school enrollment forecasts because virtually all school-age children survive from one period to the next.

Migration rates. Each of the five scenarios makes different assumptions about future trends in the volume and composition of net migrants. Migration assumptions are the most difficult to make for a local area population forecast. Migration is affected by employment opportunities, the availability and cost of housing – in Portland and in comparison to nearby areas -- and a variety of other social and economic factors that influenced decisions to move. For this reason, it is important to consider many factors in thinking about the likely future course of migration in the Portland Public Schools area.

We develop estimates for migration rates for the 1990s in the same way for each of the five scenarios. We make an initial estimate of net migration based on a comparison of the population living in the Portland Public Schools area in 1980 and 1990.

Forecast Scenarios

The population residing in the Portland Public School area is diverse and changing. We do not have a magic crystal ball that allows us to predict with any certainty what will happen in the future. For purposes of making enrollment forecasts, we made assumptions about what might happen to enrollments for five scenarios. These scenarios vary greatly. But they do not necessarily include all the complexities of factors that change in the future.

The five scenarios presented here are:

- Recession Scenario. This scenario assumes that a prolonged economic downturn occurs that reduces net in-migration to about one-fifth of current levels, that is, from about 3,600 net in-migrants annually to about 700 net in-migrants annually. We assume that the age-sex composition of net in-migrants will remain the same as at present, that fertility and mortality rates will remain unchanged, and that the proportion of school-age children enrolled in public schools will continue at present levels. The assumptions made for this scenario imply that there would be about 300 housing units added annually within the Portland Public School area. This is considerably less than what occurred during the 1990s.

- Current Trends Scenario. This scenario assumes that the demographic trends occurring at present will continue unchanged through 2010. The scenario also assumes that the proportion of school-age children enrolled in the public schools will continue at present levels. The demographic assumptions for this scenario imply that there will be about 1,500 housing units added each year in the Portland Public School area. This is within the range of housing changes during recent years.

- Gentrification Scenario. This scenario makes the assumption that the age composition of net migrants into the Portland Public School residential area will change, with fewer young adults moving into the area and more older adults leaving the area. The scenario assumes that the overall number of net in-migrants, however, will be roughly the same as in the current trends model. Information for the 1990s suggests that the proportion of school-age children enrolling in public schools decreased in areas experiencing gentrification (residential areas experiencing a relatively rapid increase in family income and housing values). Because of this observation, we assume slight decreases in public school capture rates for the Gentrification Scenario. The demographic assumptions made for this scenario imply that there would be about 1,900 housing units added each year to the existing residential housing stock. This is about 400 to 1,000 more than was experienced during the 1990s in the Portland Public School area.

- Housing Turnover Scenario. This scenario resembles the Gentrification Scenario in that it assumes a shift toward more in-migration of younger adults. It assumes, however, that there are no changes in public school capture rates. This model is consistent with the notion that a greater proportion of older adults may leave the Portland area as the overall population ages. This will make a greater number of housing units available in the future for younger adults. The demographic assumptions made for this scenario imply that there would be about 1,900 housing units added each year to the existing residential housing stock. This is about 400 to 1,000 more than was observed during the 1990s in the Portland Public School area.

- Immigration Scenario. This scenario assumes that there will be a much larger volume of in-migration of the foreign-born into the Portland Public School area. This will have four effects: (a) there will be a greater number of in-migrants than at present; (b) there will be more younger adults entering the population and more older adults leaving; (c) there will be moderate increases in fertility rates; and (d) the proportion of school-age children enrolling in the public schools will increase slightly. At present, immigrants in the Portland Public School area tend to be younger adults, they have slightly higher fertility, and they are more likely to enroll their children in public schools. The demographic assumptions made for this scenario imply that there would be about 1,900 housing units added each year to the existing residential housing stock during the 2000-2005 period and 2,400 units added each year during 2005-2010. This is considerably more additional housing added than was experienced during the 1990s in the Portland Public School area.

OVERALL ENROLLMENT FORECASTS

Five population and housing growth scenarios, as described above, are considered for the enrollment forecasts.

Each of the five scenarios makes identical assumptions for trends from 1990 to 2000. They differ only in the assumptions made between 2000 and 2010. As a result, there are no differences in the enrollment trends from 1990 to 2000: each of the five scenarios reproduces the observed enrollment trends for the past decade.

Enrollment forecasts for 2010 vary greatly for the five scenarios, ranging from 40,200 for the Recession Scenario, 43,900 for the Current Trends Scenario, 45,200 for the Gentrification Scenario, 46,300 for the Housing Turnover Scenario and 51,400 for the Immigration Scenario.

There were 52,300 students enrolled in Portland Public Schools in the 1999-2000 year. Under all scenarios considered here, there will be decreases in school enrollments. The decreases between 2000 and 2010 range from 12,100 for the Recession Scenario, 8,500 for the Current Trends Scenario, 7,200 for the Gentrification Scenario, 6,000 for the Housing Turnover Scenario, and 900 for the Immigration Scenario. It seems obvious that public school enrollments are likely to decline in coming years. The extent of the decreases depends upon changes that will only become clearer in the next few years.

The overall enrollment forecasts for each of the five scenarios are as follows:

- Recession Scenario. Under this scenario, overall enrollments decrease by more than 1,000 students each year from the present to 2010. Such a scenario would reduce enrollments, dropping total district enrollments by about one-fourth. The effects would be widespread, reducing enrollments in most schools across the district.

- Current Trends Scenario. If current trends continue, enrollments would continue to drop by about 600 to 900 each year. The results suggest that the decline would be fairly even over the coming decade, with only small fluctuations each year. Overall, 2010 enrollments would be almost one-fifth smaller than at present.

- Gentrification Scenario. Gentrification would bring more young couples into the area, albeit with slight decreases in the public school capture rates. The overall result is enrollments about 1,300 more students in 2010 than under the Current Trends Scenario. There would be annual decreases in the range of about 400 to 800 students under the Gentrification Scenario. Enrollments would shift, however, under this scenario with some modest enrollment gains in areas undergoing gentrification.

- Housing Turnover Scenario. Enrollments under this scenario would lead to about 2,500 more students enrolled in the Portland Public Schools in 2010 than under the Current Trends Scenario. Enrollment decreases would be experienced each year until 2010, although the decreases would level off at about 500 to 600 fewer students each year in the latter part of the decade.

- Immigration Scenario. This scenario makes the greatest number of assumptions for future changes in the five scenarios considered here. Nevertheless, the Immigration Scenario indicates enrollment declines would continue until about 2005-2006, at which point more children would begin to enroll in the public schools. By the end of the decade, in fact, enrollments would begin to increase by 500 to 600 students annually. Nevertheless, overall enrollments would still decrease between 2000 and 2010.

The overall school enrollment forecasts, from kindergarten to grade 12, for the Portland Public Schools for the five scenarios are as follows:

Scenario: Total Enrollments	*1990*	*1995*	*2000*	*2005*	*2010*
Recession	52,363	54,350	51,234	45,735	40,207
Current Trends	52,363	54,350	51,360	47,627	43,852
Gentrification	52,363	54,350	51,237	48,106	45,162
Housing Turnover	52,363	54,350	51,524	48,880	46,314
Immigration	52,363	54,350	51,640	49,442	51,393

ENROLLMENT FORECASTS BY GRADE

In this part of the report, we present enrollment forecasts for selected grade categories: kindergarten to grade 2, grades 3 to 5, grades 6 to 8, and grades 9 to 12. Appendix B displays enrollment forecasts for each grade, from the present to 2010, for each of the five scenarios.

Kindergarten to grade 2

Enrollments in kindergarten to grade 2 fluctuated in the range of 13,300 to 13,800 during 1990 to 1996. Since 1996, K-2 enrollments have declined by about 1,400 students, to 12,000 in the 1999-2000 school year. If current trends persist, K-2 enrollments will decrease by about 1,000 students, to a low of 10,250 in 2005, and then increase modestly to 11,000 students in 2010. Depending upon the scenario, K-2 enrollments range from 10,000 to 14,800 in 2010. Except for the Immigrant Scenario, K-2 enrollments will decrease between 2000 and 2010.

Scenario: Kindergarten to Grade 2 Enrollments	*1990*	*1995*	*2000*	*2005*	*2010*
Recession	13,447	13,449	11,420	9,778	9,959
Current Trends	13,447	13,449	11,443	10,248	10,988
Gentrification	13,447	13,449	11,400	10,433	11,433
Housing Turnover	13,447	13,449	11,536	10,730	11,759
Immigration	13,447	13,449	11,588	11,066	14,803

Grades 3 to 5

Public school enrollments in grades 3 to 5 have varied in the range of 12,500 to 13,600 students during the past ten years. Grades 3 to 5 enrollments are likely to decline, however, in the coming years. If current conditions continue, enrollments will decrease steadily to 2010, reaching a level of about 9,600 in 2010 -- 2,900 fewer students than at present, and a decline of more than one-fifth from current enrollments. Grades 3 to 5 enrollments are forecast to decline for each of the five scenarios, with 2010 enrollments ranging from 8,700 to 11,900.

Scenario: Grades 3 to 5 Enrollments	*1990*	*1995*	*2000*	*2005*	*2010*
Recession	12,548	12,619	12,058	9,559	8,747
Current Trends	12,548	12,619	12,093	9,984	9,627
Gentrification	12,548	12,619	12,069	10,074	9,984
Housing Turnover	12,548	12,619	12,118	10,375	10,273
Immigration	12,548	12,619	12,133	10,498	11,881

Grades 6 to 8

Enrollments in grades 6 to 8 increased from 1990 to 1995, reaching a peak of 12,200 in the 1995-1996 school year. Since 1995, enrollments have declined by about 1,000 students, to 11,300 in the 1999-2000 school year. If current trends continue, grades 6 to 8 enrollments will fluctuate modestly around current levels until 2004. Afterwards, the Current Trends Scenario suggests that enrollments will decrease markedly, dropping by about 2,400 students, or more than one-fifth, to 8,800 in 2010. Enrollment declines in grades 6 to 8 are found in each of the five scenarios, with enrollments in 2010 varying between 8,100 and 9,500, depending upon the scenario.

Scenario: Grades 6 to 8 Enrollments	*1990*	*1995*	*2000*	*2005*	*2010*
Recession	11,491	12,235	11,555	9,909	8,070
Current Trends	11,491	12,235	11,587	10,336	8,815
Gentrification	11,491	12,235	11,558	10,418	9,070
Housing Turnover	11,491	12,235	11,607	10,503	9,348
Immigration	11,491	12,235	11,631	10,541	9,491

Grades 9 to 12

High school enrollments in grades 9 to 12 increased from 13,600 in 1990 to about 15,600 in 1996. Since 1996, enrollments have decreased by about 100 students, to 15,500 students in the 1999-2000 school year. If current trends continue, grades 9 to 12 enrollments will decline by about 1,000 students between 2000 and 2002, increase by about 1,200 students between 2003 and 2005, and decrease steadily by about 2,800 students between 2006 and 2010, to about 13,200 students. Enrollments will decline in each of the five scenarios, reaching levels of 12,000 to 13,800 students in 2010, depending on the scenario.

Scenario: Grades 9 to 12 Enrollments	*1990*	*1995*	*2000*	*2005*	*2010*
Recession	13,628	14,910	14,801	15,088	12,031
Current Trends	13,628	14,910	14,837	15,659	13,022
Gentrification	13,628	14,910	14,810	15,781	13,274
Housing Turnover	13,628	14,910	14,862	15,871	13,533
Immigration	13,628	14,910	14,888	15,937	13,819

APPENDIX A

Data Sources

This report is based on data obtained from several sources, including:

- Decennial Census. The decennial census is the only source of data collected for small areas across the nation. We used 1980 and 1990 census data to calculate the population, by age and sex, residing in the Portland Public School area. We compared the changes from 1980 to 1990 to develop an estimate of the age-sex profile for net migrants.

- American Community Survey. This is a new U.S. Census Bureau survey that is being tested in Multnomah County and several other sites in the United States. It was begun in 1996, with a large survey of households in Multnomah County, followed by smaller surveys in 1997 and following years. The American Community Survey asks the same questions as the 1990 census. We used the 1990 Census and 1996 American Community Survey data to develop estimates of household and population change, including estimates of net migration for the Portland Public School area. We relied on 1996, 1997, and 1998 American Community Survey information for analysis of foreign-born school-age children.

- Portland Public School Enrollment Data. Portland Public School staff furnished information on enrollments for recent decades, including enrollments by grade for the past decade. We also obtained data files on all students in 1993, 1996, and 1999 with their residential addresses. These data are valuable for examining the in and out-flows of students in elementary school attendance areas.

- Birth and Death Data. Information on births and deaths reported for the Portland Public School area were obtained from the Oregon Health Division. The data were used for two purposes. One use was for calculating overall fertility and mortality rates for the School District. These rates were used in the demographic model. The second use was to note the residence of the births in order to examine the correspondence between births and enrollment changes.

- Immigration Data. The Immigration and Naturalization Service provides limited immigration data for local areas. Their data are restricted to the numbers of legal immigrants and refugees who declare that they intend to live in the metropolitan Portland area at the time of their arrival in the United States. Most of these arrivals do, in fact, move to their intended place of residence. The INS data are tabulated for countries-of-origin, providing information each year about how many legal immigrants and refugees arrive in metropolitan Portland.

- Private Schooling Data. We rely on two sources of information on private schooling for this report. One source is from the Oregon Department of Education. These data originate from reports at the local level about the number of students who attend private schools. A second source was obtained by a survey that we conducted in February 2000. We phoned all known private schools in the Portland area, requesting information about their enrollments and the places of residence for their students. We compared this information to the reports obtained by the Oregon Department of Education.

- Home Schooling Data. Information on the number of students in home schooling was obtained from the Multnomah Educational Service Department.

Demographic Model

Our demographic enrollment model uses a "cohort-component" model, moving cohorts or age groups through time based on the components of birth, death, and migration. Specifically, the model takes a beginning population in the Portland Public School District by age and sex, and moves the population five-years at a time, subject to fertility, mortality, and migration. The model uses the following definition:

Population in 1995 = Population in 1990 + Births - Deaths +/- Net In-Migration

The next step in the model is to calculate school enrollment based on the number of children in each age group. To do this, we assign children and youth in the school ages, for single age groups, to grade levels, kindergarten to 12th grade, assuming that most children are enrolled in school. Using 1990 census data, we calculate a "capture rate" that expresses the proportion of children in a grade level that are enrolled in the Portland Public Schools, using 1990 school enrollment data.

For the forecast, we used birth rates based on Multnomah County data published by the Oregon Health Division's vital statistics office. Death rates are from mortality rates for the State of Oregon.

Net migration is a key variable for our analysis. We make an initial estimate based on a comparison of the Portland Public School District's 1980 and 1990 population by age and sex. We adjust the historical net in-migration data for Portland Public School District's population in order to predict adequately enrollment from 1990 to 1995. This "calibration" of the model is useful. It makes sure that the assumptions that we make about births, deaths, and migration correspond closely to actual changes in school enrollment from 1990 to 1995.

Project Staff

This report involves the work of faculty and staff at Portland State University, including:

- Barry Edmonston is the Director, Population Research Center, and Professor, School of Urban Studies and Planning. He was responsible for all aspects of the study and the preparation of the final report.
- Richard Lycan is Professor Emeritus of Geography, Population Research Center. He developed population and fertility estimates, analysis of the relationship of housing and enrollments, and offered his expertise for other data analyses.
- Risa Proehl is Research Assistant at the Population Research Center. She developed the research on population, enrollment, and migration trends and directed the data collection on private and home schooling enrollments.

The work for this report could not have been completed without the assistance and contributions of Portland Public School staff including Pam Brown, Cary Hampton, and Theresa White.

Dozens of educational staff also cooperated with the work, providing enrollment figures for private schools operating in the metropolitan Portland area. Although these people are too numerous to list, we thank them for their cooperation and assistance.

Our thanks also to Jennifer Woodward, Oregon Health Division, for her assistance in accessing the birth records for Multnomah County and to Bob Jones, Oregon Department of Education, who helped with the use of Oregon's private school data.

APPENDIX B

Five Supporting Tables

PPS: Recession Model

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Enrollment by Grade and Year

										Actual >	*Projected >*										
	1990	***1991***	***1992***	***1993***	***1994***	***1995***	***1996***	***1997***	***1998***	***1999***	***2000***	***2001***	***2002***	***2003***	***2004***	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***
K	4,412	4,473	4,599	4,350	4,398	4,509	4,460	4,099	3,931	3,700	3,794	3,692	3,594	3,498	3,404	3,313	3,336	3,359	3,382	3,406	3,429
1	4,589	4,658	4,691	4,607	4,535	4,559	4,566	4,570	4,354	4,103	3,608	3,678	3,554	3,429	3,319	3,237	3,178	3,224	3,257	3,281	3,304
2	4,446	4,554	4,497	4,476	4,390	4,382	4,383	4,393	4,372	4,173	4,019	3,527	3,581	3,441	3,316	3,228	3,181	3,143	3,189	3,210	3,226
3	4,483	4,513	4,596	4,352	4,299	4,278	4,323	4,296	4,244	4,153	4,038	3,889	3,406	3,452	3,324	3,226	3,171	3,135	3,085	3,107	3,113
4	4,193	4,465	4,415	4,422	4,163	4,200	4,111	4,125	4,109	4,135	4,029	3,911	3,753	3,279	3,329	3,222	3,144	3,087	3,030	2,952	2,953
5	3,871	4,236	4,493	4,282	4,258	4,141	4,137	3,959	4,003	3,973	3,991	3,845	3,692	3,517	3,064	3,111	3,013	2,929	2,851	2,770	2,681
6	4,009	3,928	4,201	4,287	4,104	4,140	4,085	4,002	3,769	3,835	3,873	3,827	3,639	3,469	3,298	2,874	2,918	2,817	2,719	2,625	2,536
7	3,824	3,964	3,846	4,008	4,125	3,992	3,995	3,869	3,873	3,614	3,898	3,896	3,824	3,635	3,481	3,325	2,906	2,949	2,836	2,724	2,621
8	3,658	3,808	3,953	3,743	3,906	4,104	4,024	3,991	3,815	3,831	3,783	4,057	4,052	4,002	3,843	3,710	3,561	3,117	3,160	3,035	2,912
9	3,838	3,896	4,429	4,490	4,315	4,327	4,670	4,634	4,533	4,316	3,990	3,944	4,262	4,320	4,338	4,211	4,082	3,918	3,427	3,472	3,334
10	3,639	3,623	3,690	3,803	3,852	3,920	4,013	4,196	4,112	4,075	4,092	3,782	3,763	4,120	4,228	4,266	4,127	3,979	3,806	3,325	3,367
11	3,237	3,383	3,248	3,271	3,421	3,423	3,570	3,511	3,642	3,783	3,831	3,818	3,509	3,485	3,801	3,863	3,843	3,680	3,535	3,381	2,954
12	2,914	2,954	3,099	2,959	3,189	3,240	3,326	3,199	3,343	3,303	2,887	2,844	2,804	2,571	2,544	2,748	2,753	2,712	2,587	2,485	2,377
Other	1,249	1,235	838	1,007	1,054	1,137	1,162	1,194	1,253	1,348	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400
K-2	13,447	13,685	13,787	13,433	13,323	13,449	13,408	13,062	12,657	11,976	11,420	10,897	10,728	10,368	10,039	9,778	9,696	9,727	9,828	9,897	9,959
3-5	12,548	13,215	13,504	13,056	12,720	12,619	12,572	12,380	12,356	12,261	12,058	11,645	10,851	10,247	9,717	9,559	9,328	9,152	8,966	8,828	8,747
6-8	11,491	11,700	12,000	12,038	12,135	12,235	12,103	11,862	11,457	11,280	11,555	11,781	11,516	11,107	10,622	9,909	9,385	8,883	8,714	8,383	8,070
9-12	13,628	13,856	14,466	14,523	14,777	14,910	15,580	15,540	15,630	15,477	14,801	14,389	14,338	14,496	14,911	15,088	14,805	14,289	13,354	12,663	12,031
Total	52,363	53,691	54,595	54,057	54,009	54,350	54,825	54,038	53,353	52,342	51,234	50,112	48,833	47,619	46,690	45,735	44,614	43,450	42,263	41,171	40,207

PPS: Current Trends Model

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Enrollment by Grade and Year

										Actual >	***Projected >***										
	1990	***1991***	***1992***	***1993***	***1994***	***1995***	***1996***	***1997***	***1998***	***1999***	***2000***	***2001***	***2002***	***2003***	***2004***	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***
K	4,412	4,473	4,599	4,350	4,398	4,509	4,460	4,099	3,931	3,700	3,794	3,728	3,663	3,599	3,537	3,476	3,533	3,592	3,652	3,713	3,774
1	4,589	4,658	4,691	4,607	4,535	4,559	4,566	4,570	4,354	4,103	3,619	3,701	3,617	3,525	3,445	3,393	3,365	3,450	3,522	3,585	3,648
2	4,446	4,554	4,497	4,476	4,390	4,382	4,383	4,393	4,372	4,173	4,031	3,559	3,631	3,533	3,438	3,380	3,366	3,362	3,448	3,510	3,566
3	4,483	4,513	4,596	4,352	4,299	4,278	4,323	4,296	4,244	4,153	4,050	3,924	3,464	3,531	3,443	3,376	3,352	3,350	3,332	3,393	3,436
4	4,193	4,465	4,415	4,422	4,163	4,200	4,111	4,125	4,109	4,135	4,041	3,946	3,817	3,365	3,436	3,368	3,321	3,294	3,265	3,214	3,250
5	3,871	4,236	4,493	4,282	4,258	4,141	4,137	3,959	4,003	3,973	4,002	3,879	3,755	3,609	3,173	3,240	3,178	3,122	3,068	3,009	2,941
6	4,009	3,928	4,201	4,287	4,104	4,140	4,085	4,002	3,769	3,835	3,884	3,861	3,701	3,559	3,414	3,002	3,066	2,996	2,922	2,847	2,777
7	3,824	3,964	3,846	4,008	4,125	3,992	3,995	3,869	3,873	3,614	3,909	3,929	3,887	3,727	3,600	3,469	3,059	3,122	3,039	2,949	2,864
8	3,658	3,808	3,953	3,743	3,906	4,104	4,024	3,991	3,815	3,831	3,793	4,091	4,116	4,099	3,970	3,865	3,742	3,304	3,369	3,275	3,174
9	3,838	3,896	4,429	4,490	4,315	4,327	4,670	4,634	4,533	4,316	4,000	3,975	4,325	4,418	4,471	4,377	4,279	4,143	3,655	3,725	3,619
10	3,639	3,623	3,690	3,803	3,852	3,920	4,013	4,196	4,112	4,075	4,102	3,810	3,816	4,209	4,352	4,425	4,316	4,197	4,050	3,568	3,633
11	3,237	3,383	3,248	3,271	3,421	3,423	3,570	3,511	3,642	3,783	3,840	3,846	3,559	3,560	3,912	4,007	4,019	3,882	3,761	3,629	3,197
12	2,914	2,954	3,099	2,959	3,189	3,240	3,326	3,199	3,343	3,303	2,894	2,865	2,843	2,627	2,619	2,850	2,880	2,860	2,752	2,666	2,573
Other	1,249	1,235	838	1,007	1,054	1,137	1,162	1,194	1,253	1,348	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400
K-2	13,447	13,685	13,787	13,433	13,323	13,449	13,408	13,062	12,657	11,976	11,443	10,987	10,912	10,658	10,420	10,248	10,264	10,404	10,623	10,808	10,988
3-5	12,548	13,215	13,504	13,056	12,720	12,619	12,572	12,380	12,356	12,261	12,093	11,748	11,037	10,505	10,051	9,984	9,851	9,766	9,666	9,615	9,627
6-8	11,491	11,700	12,000	12,038	12,135	12,235	12,103	11,862	11,457	11,280	11,587	11,881	11,704	11,386	10,984	10,336	9,867	9,423	9,330	9,071	8,815
9-12	13,628	13,856	14,466	14,523	14,777	14,910	15,580	15,540	15,630	15,477	14,837	14,496	14,544	14,814	15,355	15,659	15,494	15,082	14,218	13,588	13,022
Total	52,363	53,691	54,595	54,057	54,009	54,350	54,825	54,038	53,353	52,342	51,360	50,512	49,596	48,763	48,210	47,627	46,876	46,074	45,237	44,481	43,852

PPS: Gentrification Model

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Enrollment by Grade and Year

										Actual >	***Projected >***										
	1990	***1991***	***1992***	***1993***	***1994***	***1995***	***1996***	***1997***	***1998***	***1999***	***2000***	***2001***	***2002***	***2003***	***2004***	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***
K	4,412	4,473	4,599	4,350	4,398	4,509	4,460	4,099	3,931	3,700	3,763	3,718	3,673	3,630	3,586	3,544	3,617	3,692	3,769	3,847	3,927
1	4,589	4,658	4,691	4,607	4,535	4,559	4,566	4,570	4,354	4,103	3,612	3,674	3,619	3,550	3,488	3,454	3,444	3,545	3,635	3,716	3,797
2	4,446	4,554	4,497	4,476	4,390	4,382	4,383	4,393	4,372	4,173	4,025	3,557	3,617	3,548	3,476	3,435	3,438	3,452	3,556	3,635	3,709
3	4,483	4,513	4,596	4,352	4,299	4,278	4,323	4,296	4,244	4,153	4,044	3,923	3,473	3,529	3,468	3,422	3,415	3,430	3,430	3,508	3,570
4	4,193	4,465	4,415	4,422	4,163	4,200	4,111	4,125	4,109	4,135	4,034	3,944	3,826	3,384	3,443	3,400	3,373	3,363	3,352	3,317	3,370
5	3,871	4,236	4,493	4,282	4,258	4,141	4,137	3,959	4,003	3,973	3,991	3,871	3,758	3,624	3,195	3,251	3,214	3,177	3,140	3,097	3,045
6	4,009	3,928	4,201	4,287	4,104	4,140	4,085	4,002	3,769	3,835	3,870	3,845	3,695	3,566	3,431	3,026	3,081	3,036	2,980	2,921	2,865
7	3,824	3,964	3,846	4,008	4,125	3,992	3,995	3,869	3,873	3,614	3,900	3,916	3,880	3,732	3,616	3,496	3,093	3,148	3,090	3,017	2,947
8	3,658	3,808	3,953	3,743	3,906	4,104	4,024	3,991	3,815	3,831	3,788	4,087	4,116	4,107	3,989	3,897	3,786	3,354	3,409	3,341	3,258
9	3,838	3,896	4,429	4,490	4,315	4,327	4,670	4,634	4,533	4,316	3,996	3,976	4,335	4,432	4,493	4,411	4,326	4,202	3,717	3,774	3,695
10	3,639	3,623	3,690	3,803	3,852	3,920	4,013	4,196	4,112	4,075	4,093	3,805	3,822	4,225	4,372	4,452	4,355	4,248	4,110	3,629	3,681
11	3,237	3,383	3,248	3,271	3,421	3,423	3,570	3,511	3,642	3,783	3,833	3,840	3,563	3,576	3,939	4,039	4,059	3,933	3,822	3,698	3,266
12	2,914	2,954	3,099	2,959	3,189	3,240	3,326	3,199	3,343	3,303	2,888	2,861	2,845	2,638	2,638	2,879	2,913	2,900	2,800	2,721	2,633
Other	1,249	1,235	838	1,007	1,054	1,137	1,162	1,194	1,253	1,348	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400
K-2	13,447	13,685	13,787	13,433	13,323	13,449	13,408	13,062	12,657	11,976	11,400	10,948	10,909	10,728	10,551	10,433	10,499	10,689	10,960	11,198	11,433
3-5	12,548	13,215	13,504	13,056	12,720	12,619	12,572	12,380	12,356	12,261	12,069	11,738	11,057	10,536	10,106	10,074	10,002	9,970	9,922	9,922	9,984
6-8	11,491	11,700	12,000	12,038	12,135	12,235	12,103	11,862	11,457	11,280	11,558	11,848	11,691	11,405	11,037	10,418	9,960	9,538	9,479	9,278	9,070
9-12	13,628	13,856	14,466	14,523	14,777	14,910	15,580	15,540	15,630	15,477	14,810	14,482	14,565	14,871	15,443	15,781	15,653	15,282	14,449	13,822	13,274
Total	52,363	53,691	54,595	54,057	54,009	54,350	54,825	54,038	53,353	52,342	51,237	50,417	49,622	48,941	48,536	48,106	47,514	46,879	46,209	45,621	45,162

PPS: Housing Turnover Model

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Enrollment by Grade and Year

										Actual >	Projected >										
	1990	***1991***	***1992***	***1993***	***1994***	***1995***	***1996***	***1997***	***1998***	***1999***	***2000***	***2001***	***2002***	***2003***	***2004***	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***
K	4,412	4,473	4,599	4,350	4,398	4,509	4,460	4,099	3,931	3,700	3,869	3,823	3,778	3,733	3,688	3,644	3,720	3,797	3,876	3,956	4,038
1	4,589	4,658	4,691	4,607	4,535	4,559	4,566	4,570	4,354	4,103	3,626	3,786	3,724	3,652	3,588	3,553	3,543	3,647	3,739	3,822	3,905
2	4,446	4,554	4,497	4,476	4,390	4,382	4,383	4,393	4,372	4,173	4,040	3,578	3,729	3,652	3,575	3,533	3,536	3,551	3,657	3,739	3,816
3	4,483	4,513	4,596	4,352	4,299	4,278	4,323	4,296	4,244	4,153	4,060	3,945	3,495	3,639	3,569	3,520	3,512	3,528	3,529	3,608	3,672
4	4,193	4,465	4,415	4,422	4,163	4,200	4,111	4,125	4,109	4,135	4,049	3,966	3,850	3,405	3,550	3,499	3,470	3,459	3,447	3,412	3,466
5	3,871	4,236	4,493	4,282	4,258	4,141	4,137	3,959	4,003	3,973	4,009	3,897	3,785	3,649	3,218	3,355	3,311	3,271	3,233	3,188	3,135
6	4,009	3,928	4,201	4,287	4,104	4,140	4,085	4,002	3,769	3,835	3,890	3,876	3,727	3,597	3,461	3,052	3,184	3,132	3,073	3,011	2,954
7	3,824	3,964	3,846	4,008	4,125	3,992	3,995	3,869	3,873	3,614	3,916	3,945	3,913	3,764	3,647	3,525	3,120	3,253	3,187	3,111	3,039
8	3,658	3,808	3,953	3,743	3,906	4,104	4,024	3,991	3,815	3,831	3,801	4,108	4,144	4,138	4,019	3,926	3,814	3,380	3,520	3,442	3,356
9	3,838	3,896	4,429	4,490	4,315	4,327	4,670	4,634	4,533	4,316	4,007	3,991	4,354	4,457	4,521	4,438	4,353	4,228	3,741	3,891	3,803
10	3,639	3,623	3,690	3,803	3,852	3,920	4,013	4,196	4,112	4,075	4,108	3,823	3,839	4,243	4,396	4,480	4,382	4,274	4,135	3,652	3,795
11	3,237	3,383	3,248	3,271	3,421	3,423	3,570	3,511	3,642	3,783	3,848	3,861	3,581	3,592	3,956	4,061	4,084	3,957	3,845	3,721	3,286
12	2,914	2,954	3,099	2,959	3,189	3,240	3,326	3,199	3,343	3,303	2,900	2,877	2,862	2,651	2,650	2,892	2,929	2,918	2,817	2,738	2,649
Other	1,249	1,235	838	1,007	1,054	1,137	1,162	1,194	1,253	1,348	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400
K-2	13,447	13,685	13,787	13,433	13,323	13,449	13,408	13,062	12,657	11,976	11,536	11,187	11,231	11,036	10,852	10,730	10,799	10,994	11,272	11,518	11,759
3-5	12,548	13,215	13,504	13,056	12,720	12,619	12,572	12,380	12,356	12,261	12,118	11,808	11,129	10,693	10,337	10,375	10,293	10,258	10,209	10,209	10,273
6-8	11,491	11,700	12,000	12,038	12,135	12,235	12,103	11,862	11,457	11,280	11,607	11,929	11,784	11,499	11,127	10,503	10,118	9,765	9,779	9,564	9,348
9-12	13,628	13,856	14,466	14,523	14,777	14,910	15,580	15,540	15,630	15,477	14,862	14,553	14,636	14,944	15,524	15,871	15,748	15,377	14,539	14,002	13,533
Total	52,363	53,691	54,595	54,057	54,009	54,350	54,825	54,038	53,353	52,342	51,524	50,876	50,181	49,571	49,239	48,880	48,358	47,794	47,199	46,693	46,314

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Enrollment by Grade and Year

										Actual >	*Projected >*										
	1990	***1991***	***1992***	***1993***	***1994***	***1995***	***1996***	***1997***	***1998***	***1999***	***2000***	***2001***	***2002***	***2003***	***2004***	***2005***	***2006***	***2007***	***2008***	***2009***	***2010***
K	4,412	4,473	4,599	4,350	4,398	4,509	4,460	4,099	3,931	3,700	3,923	3,913	3,903	3,893	3,884	3,874	4,094	4,327	4,573	4,833	5,107
1	4,589	4,658	4,691	4,607	4,535	4,559	4,566	4,570	4,354	4,103	3,629	3,822	3,765	3,690	3,637	3,646	3,717	4,022	4,328	4,629	4,928
2	4,446	4,554	4,497	4,476	4,390	4,382	4,383	4,393	4,372	4,173	4,036	3,558	3,719	3,625	3,546	3,546	3,653	3,800	4,144	4,458	4,767
3	4,483	4,513	4,596	4,352	4,299	4,278	4,323	4,296	4,244	4,153	4,059	3,929	3,458	3,609	3,542	3,531	3,619	3,766	3,894	4,189	4,468
4	4,193	4,465	4,415	4,422	4,163	4,200	4,111	4,125	4,109	4,135	4,055	3,969	3,844	3,389	3,566	3,552	3,590	3,671	3,753	3,791	4,017
5	3,871	4,236	4,493	4,282	4,258	4,141	4,137	3,959	4,003	3,973	4,019	3,911	3,800	3,662	3,231	3,414	3,408	3,412	3,419	3,414	3,396
6	4,009	3,928	4,201	4,287	4,104	4,140	4,085	4,002	3,769	3,835	3,900	3,892	3,745	3,614	3,476	3,066	3,233	3,197	3,149	3,098	3,057
7	3,824	3,964	3,846	4,008	4,125	3,992	3,995	3,869	3,873	3,614	3,924	3,959	3,930	3,782	3,663	3,536	3,121	3,275	3,209	3,129	3,059
8	3,658	3,808	3,953	3,743	3,906	4,104	4,024	3,991	3,815	3,831	3,807	4,119	4,158	4,154	4,035	3,939	3,819	3,375	3,539	3,464	3,375
9	3,838	3,896	4,429	4,490	4,315	4,327	4,670	4,634	4,533	4,316	4,012	3,999	4,363	4,469	4,537	4,457	4,375	4,252	3,765	3,956	3,877
10	3,639	3,623	3,690	3,803	3,852	3,920	4,013	4,196	4,112	4,075	4,116	3,832	3,847	4,253	4,409	4,501	4,413	4,317	4,188	3,707	3,896
11	3,237	3,383	3,248	3,271	3,421	3,423	3,570	3,511	3,642	3,783	3,855	3,872	3,590	3,600	3,966	4,077	4,111	3,997	3,897	3,780	3,346
12	2,914	2,954	3,099	2,959	3,189	3,240	3,326	3,199	3,343	3,303	2,905	2,886	2,871	2,658	2,657	2,902	2,948	2,946	2,855	2,783	2,700
Other	1,249	1,235	838	1,007	1,054	1,137	1,162	1,194	1,253	1,348	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400	1,400
K-2	13,447	13,685	13,787	13,433	13,323	13,449	13,408	13,062	12,657	11,976	11,588	11,293	11,387	11,208	11,066	11,066	11,464	12,149	13,045	13,919	14,803
3-5	12,548	13,215	13,504	13,056	12,720	12,619	12,572	12,380	12,356	12,261	12,133	11,810	11,102	10,660	10,340	10,498	10,617	10,849	11,067	11,394	11,881
6-8	11,491	11,700	12,000	12,038	12,135	12,235	12,103	11,862	11,457	11,280	11,631	11,969	11,833	11,550	11,175	10,541	10,173	9,848	9,897	9,691	9,491
9-12	13,628	13,856	14,466	14,523	14,777	14,910	15,580	15,540	15,630	15,477	14,888	14,588	14,672	14,979	15,569	15,937	15,847	15,512	14,704	14,227	13,819
Total	52,363	53,691	54,595	54,057	54,009	54,350	54,825	54,038	53,353	52,342	51,640	51,060	50,394	49,798	49,549	49,442	49,501	49,758	50,113	50,631	51,393